



Esh Winning Primary School Sports Overview 2022-2023

Our Sports Premium allowance for the academic year 2022-2023 is **£18030**. The premium will be used to fund additional and sustainable improvements to the provision of PE and sport to encourage the development of healthy, active lifestyles. The Department for Education's vision for the Primary PE and Sports Premium is that ALL pupils leaving primary school should be physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport. We endeavour to see an improvement against the following 5 key indicators:

| Indicator 1 | Indicator 2 | Indicator 3 | Indicator 4 | Indicator 5 |
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| The engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school. | The profile of PE and sport is raised across the school as a tool for whole-school improvement. | Increased confidence, knowledge and skills of all staff in teaching PE and sport. | Broader experience of a range of sports and activities offered to all pupils. | Increased participation in competitive sport. |

| Programme/Initiative/Action | Key Indicator Met | Cost | Impact and Sustainability |
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| PLATINUM Service Level Agreement with the Durham and Chester-le-Street School Sports Partnership. This includes: | 1, 2, 3, 4 and 5 | £8800 | All children in target year groups were given opportunities to participate in competitive events against children from other schools. Selected children from across Key Stage 2 were also chosen to be part of school teams. Achievements and participation has been celebrated in assemblies and on a PE display board in school. This is with the purpose of raising the children's self-esteem and also to give themselves and younger children the desire to take part in future events. |



- Centrally co-ordinated development opportunities for staff
- A fully organised annual programme of competitions, tournaments and festivals in addition to School Games

| Term | Staff Member | Year(s) | No. of pupils | Service Provided |
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| Autumn 1 | Jo Davie | Year 4 | 36 | Gymnastics – pupils worked on balancing on large and small body parts and making key gymnastics shapes in those balances. Pupils had to create a sequence using balance/travel and jumps on apparatus. Pupils worked on rolls and how to use a roll to get into and out of a balance. We also used the spring boards and trampettes to explore flight. |
| Autumn 1 | M C Lowery | Year 5 & 6 | 10 | Playground leader training - children took part in team building activities to develop their communication and cooperation skills and learned different playground games that they can deliver throughout the year to other children in their school. The leaders applied what they had learned by delivering games at lunchtime. |
| Autumn 2 | J Lloyd-Edwards and C Boundy | Whole School | | Festive Run – The whole school took part in a festive fun run on the field in class groups. |
| Spring 1 | Darren Curry | Yr 3 | 32 | Curriculum Support – Invasion Games. Pupils learnt through games linked to specific movements or skill associated with the activity, i.e dodgeball – throwing or capture the flag – movement/ evading. Team work was also a focus of each session. |
| Spring 1 | Darren Curry | KS2 | 18 | After School Club – Football. Performing skills and linking to small sided games. |
| Spring 1 | Darren Curry | 6 | 32 | PE Curriculum Support – Tennis. Pupils learnt the basic of holding and serving using a tennis racket. Building on technique of serving we moved forwarding into singles rally activities with scoring. |
| Spring 1 | Darren Curry | 2 | 27 | PE Curriculum Support – Invasion Games. Pupils learnt through games linked to specific movements or skill associated with the activity, i.e dodgeball – throwing or capture the flag – movement/ evading. Team work was also a focus of each session. |
| Spring 1 | Darren Curry | KS1 | 18 | After School Club. An extension of evasion games developed in PE lessons. More emphasis is on team work and game understanding. |
| Spring 2 | M C Lowery | Whole School | | Health & Wellbeing Day- the full school took part in a school assembly which focussed on the importance |



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| | | | | | of being active, all classes nursery-year 6 then took part in active workshops which consisted of step, diet and nutrition and yoga style active movements. The school community then had the opportunity to take part in a fitness session at lunchtime on the school yard. |
| Spring 2 | Darren Curry | 1 | 40 | | PE Curriculum Support – Tennis/ FMS. Pupils learned the basics of holding/ controlling the racket, moving the ball and sending over a net through small games. |
| Spring 2 | Darren Curry | KS1 | 18 | | After School Club – A selection of games related to different sports to improve kicking, throwing, running, catching and batting. |
| Summer 1 | Gemma Smith | 1 | 19 | | Curriculum Dance support – ‘How does it feel?’ core task delivered. Working alongside school staff to help develop confidence in delivery. The children worked on copying, remembering and repeating a set sequence linked to both weather and different feelings. The children also worked in pairs to create a short sequence using their own ideas and key dance actions such as jumps and turns to develop it further. |
| Summer 1 | Gemma Smith | 1 | 21 | | Curriculum Dance support – ‘How does it feel?’ core task delivered. Working alongside school staff to help develop confidence in delivery. The children worked on copying, remembering and repeating a set sequence linked to both weather and different feelings. The children also worked in pairs to create a short sequence using their own ideas and key dance actions such as jumps and turns to develop it further. |
| Summer 1 | Gemma Smith | KS1 | 12 | | Dance After School Club – Fun, energetic Club covering games, steps, floorwork, flexibility work and group routine. |
| Summer 1 | Jo Davie | EYSF | 60 | | EYFS PE – Pupils developed a range of fundamental skills all linked to the Gruffalo book. |
| Summer 2 | Darren Curry | 6 | 38 | | PE Curriculum – Athletics, Pupils developed techniques related to track and field event and applied them to team and individual events. |
| Summer 2 | Darren Curry | KS2 | 22 | | After School Club – Rounders, learning how to set up a rounders pitch, be proficient in batting, bowling and fielding. |
| Summer 2 | Gemma Smith | 5 | 35 | | Curriculum Dance Support – ‘What’s so funny’ core task delivered. Working alongside school staff to help improve confidence in delivery. The children worked in small groups to create short sequences based on a comedy character which we will included in a class routine along with sequences taught by Coach (Class sequence & pair sequence). The children used techniques such as Motif, Unison, Canon and showed different characterization and dynamics throughout the block of work. |



- Access to flagship events including Durham DASH

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| Summer 2 | Gemma Smith | KS1 | 12 | Dance After School Club – Fun, energetic Club covering games, steps, floorwork, flexibility work and group routine. |
| Summer 2 | Gemma Smith | Yr 4 | 35 | Come Dance Festival – Taster festival, the children tried different dance styles throughout the session including Street, Rock 'n' Roll, line dancing & Samba. |

| Competition/Festival/Event | Participants |
|----------------------------|--------------|
| Y3 Tri Golf | 42 |
| Year 4 Gymnastics Festival | 38 |
| Year 1 Gymnastics Festival | 39 |
| Y2 Halloween Festival | 31 |
| KS2 Cross Country | 24 |
| Y4 Team Building Festival | 42 |
| Y3 Multi-Sport Festival | 21 |
| Bear Hunt Festival | 28 |
| Y1 Disney Festival | 44 |
| Y2 Striking and Fielding | 28 |
| Y3/4 Cricket Festival | 33 |
| Y5&6 Mixed Cricket | 10 |
| Mixed Football League | 10 |
| Y5&6 Quidditch Festival | 35 |
| Y3&4 Tennis | 43 |

These events allowed the children to experience new sports and activities in new environments. They gained new skills in terms of the sports but also teamwork and leadership.

Durham Dash was held at Beamish Museum and we took children from years 3 to 6 along to take part in running and field events. This was a great experience for the children, giving them the chance to take part and compete in these events against children from other schools in the area.



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| <ul style="list-style-type: none"> • Access to sports leagues • SSP Network meetings to support Subject Leaders in their role developing PE and sport within school • Access to multi-skill academies for Year 5 and 6 children who show potential sporting talent • After school clubs | | | <p>Our year 5/6 football team took part in two leagues with several schools from around the area. We did extremely well, finishing second in one of the leagues. The children gained valuable experience competing in football but also working together as a team to achieve great things.</p> <p>The PE subject leader attended 3 meetings over the course of the year. These meetings have led to a greater understanding and deeper knowledge of expectation and initiatives within PE and sport in school. This will be used to drive physical development as well as health and well-being forward in school during the next academic year.</p> <p>Fully enjoyed by the children, increasing confidence and enjoyment of sport. Aim that it will motivate future year groups who wish to take part when they get the opportunity to do so.</p> <p>These have included: Two half terms of Dance with KS1 and KS2. Four half terms of Games/Athletics with KS1 and KS2. These have provided children with the opportunity to further take part in activities beyond their normal PE sessions.</p> |
| <p>External Coaches Including:</p> <ul style="list-style-type: none"> • Breakfast Clubs • After School clubs | 1, 2, 3, 4, 5 | £6907.50 | <p>External coaches (Craig's Coaching) delivered a variety of sessions to pupils of all ages before school. The children benefited from access to a range of sports and activities with professional coaching alongside their peers. Impact includes increased confidence within a range of sports and skills and also the chance to improve key skills like teamwork and resilience by participating with their peers.</p> <p>These skills will be utilised in their PE sessions and also outside of school in their sporting interests.</p> |



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| Equipment | 1, 4 | | A range of equipment will be purchased as required to further support effective teaching of PE in school. |
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